History

Section 1: Events and Processesion I: Events and Processes

I. THE RISE OF NATIONALISM IN EUROPE

Write in brief

Q1. Write notes on:

Ans.(a) Giuseppe Mazzini: This greatItalian revolutionary was born in Genoa in 1807. During the 1830s, Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian Republic. At a young age of 24, he was sent into exile in 1831 for attempting a revolution in Liguria. He, subsequently, founded two underground societies, first, Young Italy in Marseilles, and then, Young Europe in Berne, whose members were like-minded young men from Poland, France, Italy and the German states. Mazzini believed'that God had intended nations to be the natural units of mankind. So Italy could not continue to be a patchwork of small states and kingdoms. It had to be forged into a single unified republic within a wider alliance of nations. This unification alone could be the basis of Italian liberty. Following his model, secret societies were set up in Germany, France, Switzerland and Poland. Mazzini's relentless opposition to monarchy and his vision of democratic republic frightened the conservatives. Metternich described him as 'the most dangerous enemy of existing social order'.

(b) Count Camillo de Cavour: The man ascribed to the glory of unification of Italy, Count Cavour was born in Sardinia but started living at Piedmont at young age. After serving as army engineer for a brief period, he actively got involved in agitation against autocratic ruler in Italy. In 1848, he became member of Legislative Assembly of Piedmont for the first time. However, the Assembly did not last long and within one and half-years, three elections were

held. Cavour emerged successful in all these elections. In 1850, he became a member of the Cabinet of Ministers. In 1852, he was appointed the Prime Minister by King Victor Emmanuel.

Role of Cavour: (1) Cavour tried to end all the privileges of the clergy and introduced various reforms for the promotion of trade and commerce. These reforms include agriculture and infrastructural facilities, i.e. roads and railways.

(2) He supported the adventures and plans of Mazzini and Garibaldi.

(3) By virtue of his tactful diplomatic alliance with France, he could defeat theAustrian forces in 1859. He drove away the Spanish rulers from two Sicilies in South Italy.

(c) The Greek War of Independence: It was an event that mobilized nationalist feelings among the educated elite across Europe. Greece had been part of the Ottoman Empire since the fifteenth century and war of independence amongst the Greeks began in 1821. Poets and artists including West Europeanmasses joined that war of independence with their skills and expertise and thus, they could overthrow the Ottoman Empire. Contribution of poets like Lord Byron was praiseworthy. Treaty of Constantinople of 1832 made the Greece an independent nation.

(d) Frankfurt Parliament: To unite Germany and to frame a constitution for the united Germany, a constituent assembly met in Frankfurt on 18 May, 1848. The Frankfurt Assembly proposed the unification of Germany as a constitutional monarchy under the King of Prussia who would become emperor of Germany but he did not wish to accept the crown from the elected representatives of the people. He resorted to repressive measures and even the rights that people had won in the initial stages of the revolution were taken away. Thousands of German revolutionaries had to flee the country and live in exile.

With the failure of the revolution of 1848 to unify Germany, one phase in the struggle for unification came to an end. Now Germany was to be unified not into a democratic country but into a militaristic empire. The leader of this policy was Bismarck who belonged to a Prussian aristocratic family.

(e) The role of women in nationalist struggles: In those parts of Europe such as Germany, Italy, Poland, the Austro-Hungarian Empire—men and women of the liberal middle classes combined their demands for constitutional monarchy with national unification. They took advantage of the growing popular unrest to push their demands for the creation of a nation-state on parliamentary principles a constitution, freedom of the press and freedom of association.

The issue of extending political rights to women was a controversial one within the liberal movement, in which large numbers of women had participated actively over the years. Women had formed their own political associations, founded newspapers and taken part in political meetings and demonstrations. Despite this, they were denied suffrage rights during the election of the Assembly. This fact was evident from Frankfurt Parliament convened in the Church of St.Paul where women were admitted only asobservers to stand in the visitors' gallery.

Q2. What steps did the French revolutionaries take to create a sense of collective identity among the French people?

Ans., The French revolutionaries introduced various measures and practices that could create a sense of collective identity amongst the French people. We can sum-up them as under:

(i) Propagation of ideas like Patrie (the fatherland) and Le Citoye (the citizen).

(ii) A new French flag (Le. Tricolour flag) was adopted.

(iii) The Estates General was renamed as National Assembly.

(iv) New hymn composed, oaths taken and martyrs commemorated in the name of nation.
(v) French was made a common language of the nation. All slogans and hymns were composed in verylanguage.
(vi) Internal custom duties and dues were abolished and a uniform system of weights and measures were adopted.

Q3. Who were Marianne and Germania? What was the Importance of the way in which they were portrayed?

Ans. These were allegory of nation the same way as Bharat Mata, a female figure is Imagined in India. Marianne was an allegory of France while Germania was an allegory of Germany. It was a mode of visualizing the nation so as to generate extreme sense of respect and reverence in the hearts of the people living in those countries.

1. **Marianne**. In France the female allegory was christened Marianne, a popular Christian name. She underlined the ideas of a people's nation-Her characteristics were drawn from those of liberty and the Republic-the red cap, the tricolor, the cockade. Statues of Marianne were erected in public squares to remind the public of the national symbol of unity and to persuade them to identify with it. Marianne images were marked on coins and stamps.
2. **Germania.** Germania was the allegory of the German nation. In visual representations, she wears a crown of oak leaves, as the German oak stands for heroism.

Q4. Briefly trace the process of German unification.

Ans. The different processes that led to the unification of Germany are given below:

1. In Frankfurt parliament, the middle class Germans tried to establish a constitutional monarchy in 1848 but that move was crushed by the forces of the monarchy and the military supported by Junkers (big landlords) of Prussia.
2. Ottovon Bismarck took the help ofPrussian army and bureaucracy.

3. Three wars over seven years were fought against Austria, Denmark and France in which Prussia won.
4. Thus, the process of unification of Germany was carried out and completed.
5. In January 1871, the Prussian king, William-I was proclaimed German emperor in ceremony held at Versailles.

Q5. What changes did Napoleon introduce to make the administrative system more efficient in the territories ruledbyhim?

Ans. Napoleonintroduced the following changes to make the administrative system more efficient in the territories ruled by him:

(i) Napoleon framed the Civil Code of 1804 or the Napoleonic Code that removed privileges based on birth, established equality before the law and secured the right to property.

(ii) He simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues. In the towns too, guild restrictions were removed. Transport and communication system were Improved.

(iii) Peasants, artisans, workers and new businessmen enjoyed a new-found freedom. Businessmen and small-scale producers of goods, in particular, began to realize thatuniform laws, standardized weights and measures, and a common national currency would facilitate the movement and exchange of goods and capital from one region to another.

Discuss:

Q1. Explain what is meant by the1848 revolution of the liberals? What were the political, social and economic ideas supported by the liberals?

Ans. Liberals were actually the people wishing freedom for their living because the term liberalism derived from the Latin root 'liber' meaning free. The revolution by middle classes in Germany, Italy,

Poland against Austro-Hungarian Empirei.e. monarchy was called 1848th revolution of liberals. They wanted to establish constitutional and parliamentary government and national unification. They advocated freedom for the individual and equality of all before the law. These revolutionists were consisted of professionals, businessmen and prosperous artisans.

Ideas supported by the Liberals:

(i) It is necessary to create a nation state on parliamentaryprinciples.

(ii) A national assembly akin to constituted in France is to be formed.

(iii) A constitution is to be drafted.

(iv) Freedom of Press and Freedom of Association is necessary:

(v) Only people owning property are to be given universal suffrage (i.e., right to vote).

(vi) Conservatism is to be removed.

Q2. Choose three examples to show the contribution of culture to the growth of nationalism in Europe.

Aug. Contribution of culture to the growth of nationalism in Europe:

1st Example: Romanticism developed a particular form of nationalist sentiment. It included constitution of poetry/poems/hymns and paintings stimulating natural love and affection for the nation. German philosopher Johann Gottfied Herder claimed that the German culture was to be discovered among the common people through folk songs, folkpoetry and folk dances. For example ‚Grirnms' Fairy Tales.

IIndExample: The Dream of Worldwide Democratic and Social Republics—A print prepared by Frederic Sorrieu in 1448 that exhibits the people of Europe and America (men and women) of all

age and social classes—marching in a long train and offering homage to the Statue of Liberty.

IIIrd Example: The caricature titled as The Club of Thinkers creates public awareness that in monarchical pattern of government, people cannot enjoy freedom of press and expression.

Q3. Through a focus on any two countries, explain how nations developed over the nineteenth century.

Ans.Development of nation-states in Italy and Germany:

(i) Ideology of liberalism purported to freedom for the individualand equally of all before the law helped in development of nation state. It was supported and advocated by new middle class.

Secret society namely, Young Italy was formed by Giuseppe Mazzini comparing middle class, people there.

Similarly, a large number of political associations from middle class professionals, businessmen and prosperous artisans as members were formed in Germany.

(ii) Hunger, hardship and popular revolt emerged in these countries. Italy was divided into seven states. These were being ruled by dynasties like Habsburgs, Pope and Bourbon dynasty. Only Sardinia-Piedmont was ruled by an Italian princely house. Owing to the autocratic rule, people were suffering. Same was the condition of the people in Germany also. There were conservative forces like that of Junkers (big landlords) who did not want to accept the concept of nation-state.

(iii) Romantic imagination and national feelings also became a major factor for formation of nation-state. Johann Gottfried Herder of German told that true spirit of nation can be inculcated through folk songs, poetry and dances, Caricature of Garibaldi of Italy etc. helped in stimulating nationalistic feelings among masses.

(iv) Wars with diplomatic tricks had developed nation-states. In Germany three wars against Austria, Denmark and France were fought for seven years. Similarly, Cavour established a tactful

diplomatic alliance with France and won two Sicilies and Papal states as well.

Q4. How was the history of nationalism in Britain unlike the rest of Europe?

Ans.

(i) In Britain the formation of the nation- state was not the result of a sudden upheaval or revolution. It was the result of a long- drawn-out process. There was no British nation, prior to the eighteenth century.

(ii) The primary identities of the people who inhabited the British Isles were ethnic ones such as English, Welsh, Scot or Irish. All of these ethnic groups had their own cultural and political traditions. But as the English nation steadily grew in wealth, importance and power, it was able to extend its influence over the other nations of the islands.

(iii) The English Parliament, which had seized power from the monarchy in 1688 at the end of a protracted conflict, was the instrument through which a nation-state, with England at its centre, came to be forged.

(iv) The Act of Union (1707) between England and Scotland that resulted in the formation of the 'United Kingdom of Great Britain' meant, in effect, that England was able to impose its influence on Scotland. The British parliament was henceforth dominated by its English members.

(v) The Catholic clans that inhabited the Scottish Highlands suffered terrible repression whenever they attempted to assert their independence.

(vi) The Scottish Highlanders were forbidden to speak their Gaelic language or wear their national dress, and large numbers were forcibly driven out of their homeland.

(vii) Ireland suffered a similar fate. It wasa country deeply divided between Catholicsand Protestants. The English helped theProtestants of Ireland to impose theirdominance over a large Catholic country.

(viii) Catholic revolts against British dominance were brutally suppressed. After a failed revolt led by Wolfe Tone and his UnitedIrishmen (1798), Ireland was forcibly incorporated into the United Kingdom in1801.

(ix) A new 'British nation' was forged through the propagation of a dominant English culture. The symbols of the New Britain-the British flag (Union Jack), the national anthem (God Save Our Noble King), the English language—were actively promoted and the older nations survived only as subordinate partners in this union.

Q5. Why did nationalist tension emerge in the Balkans?

Ans. Reasons for emergence of nationalist tension in the Balkans:

(i) It was a region consisting of multi-nationalities like modern day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro. Its habitants were called Slays and its larger part was under control of Ottoman Empire.

(ii) As Christianity was the major religion of these people, the Muslim rulers inflicted atrocities upon them. They therefore, became upset and aggrieved.

(iii) Gradually, during the internal conflicts, the Ottoman Empire was met todisintegration. It was, therefore, a good opportunity for these nationalities and their people to raise their voice of protest to gain their own republics.

(iv) The Romantic literature, i.e. folk songs, tales etc. propagated there from England (UK) and people understood that they were once independent states butsubsequently, the foreign powers (i.e. Muslims) had subjugated them. This aroused tension in their minds and they started making their own organisations to launch freedom movement.

(v) The Balkan states were fiercely jealous of each-other and each hoped to gain more territory at the expense of the other.

(vi) Other big powers of the world i.e. Russia, Germany, England, Austro-Hungary, etc. were keen on controlling the, hold of other powers over the Balkans and each among them was keen to extend its own control over.

PROJECT WORK:

Q1. Find out more about nationalist symbols in countries outside Europe. For one or two countries, collect examples of pictures, posters or music that the symbols of nationalism. How are these different from European examples?

Ans. India: As perrequirement of the project work, we are giving nationalist symbols of India, i.e. Lion Pillar situated at Sarnath near Varanasi and Flag of India and some pictures of national leaders who contributed for rising of national feelings and nationalism for the freedom of India.

After the Second World War, a large number of Asian countries became independent. One of the first to win her independence was India. India had, however, been partitioned and along with India, another independent state, Pakistan, also came into being. The independence of India was of great Importance in the history of freedom movements in Asia and Africa. The policies pursued by the government of independent India under the leadership of her first Prime Minister, Jawaharlal Nehru helped in strengthening the freedom movements in other countries and in hastening the achievement of independence by them.

Indonesia: The second country outside of Europe like India is Indonesia.

The beginning of the nationalist movement in Indonesia after the defeat of Japan in Second World War (August, 1945), Sukarno, one of the pioneers of the freedom movement of Indonesia, proclaimed the independence of Indonesia. However, soon after the British troops landed there in order to help the Dutch to restore their rule the

government of independent Indonesia which had re-establish colonial rule. There were demands in many countries of the world to put an end to the war which had been started in Indonesia to restore the Dutch rule. In Asian countries, the recreation was particularly intense. The leaders of the Indian freedom movement demanded that the Indian soldiers who had been sent to Indonesia as a part of the British army should be withdrawn. After India became free, she convened a conference of Asian nations in support of Indonesia's independence. The conference met in New Delhi in January, 1949 and called for the complete independence of Indonesia. The resistance of the Indonesian people and the mounting pressure of world opinion and Asian countries compelled Holland to set the leaders of Indonesian people free. On 2nd November, 1949, Holland recognized the independence of Indonesia

These countries are different from European examples given in the textbook. These two countries described here are Asian countries. They were exploited by imperialist powers for several years. The leaders of these countries and social workers promoted nationalism, patriotism and feeling against colonialism and imperialism. They got freedom and became free countries after a long struggle.

Multiple Choice Questions:

(i) Who was the King of France at the time of the French Revolution of 1789?

(a) Louis XIV (c) Louis XVI
(b) Louis XV (d) Louis XVIII

(ii) Matternich was the Chancellor of

(a) France (c) Denmark
(b) Hungary (d) Austria

(iii) Napoleon introduced his Civil Code in the year

(a) 1801 (c) 1803

(b) 1802 (d) 1804

(iv) Napoleon was finally defeated in the year

(a) 1811 (c) 1814

(b) 1812 (d) 1815

(v) With which country are the organizations Young Italy and Carbonari associated?

(a) Germany (c) France

(b) Italy (d) Austria-Hungary

(vi) Which Italian patriot organized a group of soldiers known as 'Red Shirts'?

(a) Garibaldi (c) Mazzini

(b) Cavour (d) Victor Emmanuel II

(vii) To whom does the credit of unifying Germany go?

(a) Louis Philippe (c) Count Cavour

(b) Mazzini (d) Bismarck

(viii) Who was proclaimed the emperor of Germany after its unification in 1871?

(a) Victor Emmanuel I (c) Otto Von Bismarck

(b) King William I (d) Prince Matternich

Ans. (i) c; (ii) ; (iii) c; (iv) d; (v) a; (vi) a; (vii) d; (viii) b.

Fill in the Blanks:

(a) Frederick Sorrieu was a French artist who prepared a series of ________ paintings.

(b) When __________ sneezes whole of Europe catches cold.

(c) Matternich was the Chancellor of __________.

(d) Napoleon Bonaparte met his downfall in 1815 in the battle of _________.

(e) The area called Balkans is commonly known as the ___________ empire.

Ans. (a) Four; (b) France; (c) Austria; (d) Waterloo; (e) Ottoman.